DOCUMENT RESUME

ED 149 513 EC 103 586

AUTHOR Engleman, Vance; Carroll, Andrea
TITLE Structures of Care in India: A Summary Report of Visits to Programs for the Handicapped and Disadvantaged. August 18 to September 24, 1977.
PUB DATE Sep 77
NOTE 26p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Cultural Differences; *Cultural Factors; Elementary Secondary Education; Exceptional Child Services; *Foreign Countries; *Handicapped Children; Program Descriptions; Program Design
IDENTIFIERS *India

ABSTRACT

Described are findings from a 6-week tour by Americans of programs for the handicapped in India and surrounding South Asia countries. Reported in a city-by-city summary are efforts for the handicapped in New Delhi, Amritsar, Varanasi, Calcutta, Madras, Trivandrum, Bombay, Udaipur, and Jaipur. A final section provides reflections on the strengths and weaknesses of programs visited, similar issues facing the U.S. and India, strengths in Indian society to support program expansion, and personal and professional outgrowths of the trip. A directory of Indian contributors is included. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED149513

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

STRUCTURES OF CARE IN INDIA

A Summary Report of Visits
to Programs for the Handicapped
and Disadvantaged

August 18

to

September 24, 1977

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Vance Engleman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Prepared by

Vance Engleman
and
Andrea Carroll

EC 113586

CONTENTS

GEO-TRAVEL GRID. 1

INTRODUCTION 2
- Purpose of Trip
- Sponsorship
- Cautions to the Reader

SUMMARY BY CITY. 5
- New Delhi
- Amritsar
- Varanasi
- Calcutta
- Madras
- Trivandrum
- Bombay
- Udaipur
- Jaipur

REFLECTIONS. 15
- Strengths and Weaknesses of Programs
- Strengths of Indian Society
- India and the United States
- Imperatives: Professional and Personal

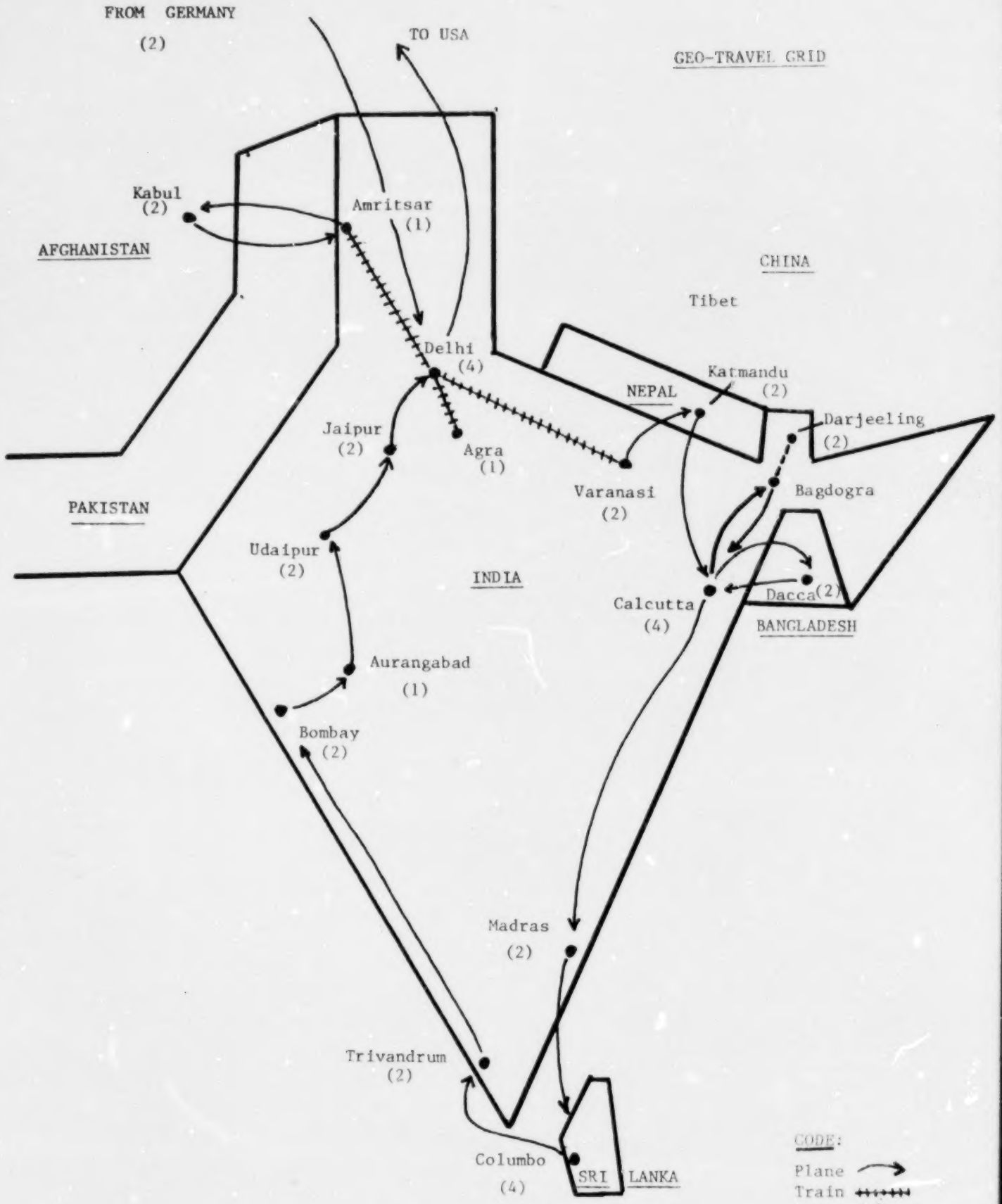
DIRECTORY OF CONTRIBUTORS. 18

ADDITIONAL INFORMATION 22

THE CONTRIBUTORS

The key individuals listed below all contributed significantly to our time in India. The sharing of their great works is reflected in this summary report. For complete addresses of these contacts, refer to the directory section. Names are listed in the sequence of the visits made.

K. R. Ramachandran
N. P. Nawani
Mrs. Gill
Krishia Thaper
Gurmit Singh Aujla
Superintendent, State After Care Home
Sawaran Singh
S. Bindra
B. Tiwari
Principal, H.P. Podar Blind School
O. N. Khanna
R. S. Shukla
Tara Shanker Roy Chowdhury
Sailesh Chandra De
M. K. Brahmachari
Ramajit Sekhar Chandra
Swami Umananda
Tapam Kumar Dhar
Radhesh Chandra Sen
B. N. Roy
Ajoy Ghosh
Lakshmi Pranesh
R. Govinda Rajulu
G. Sundaramurty
K. P. Saratha
Sister Rita Mary
V. N. Raghava Panicker
P. O. Verghese
K. M. Nair
P. B. Muraleedhara Menon
Rajam S. Pillay
V. P. Mandlekar
W. M. Shaikh
M. G. Pathak
Sharad Daftardar
Ramesh K. Oza
Rohini Limaye
Tehmina Barma
Shri D. V. Sawarnt
V. N. Gupta
N. L. Bapana
Mr. Heeratal
K. K. Jacob
Mrs. Sundaram
Vijay Singh
K. M. Sahai
Samtosh Kumar Shah
Syed Yusuf Ali
S. K. Dalela
P. K. Sethi
Permanand Sharma
Kusum Deore
S. C. Mishra


FROM GERMANY
(2)
TO USA
GEO-TRAVEL GRID
Kabul
(2)
Amritsar
(1)
AFGHANISTAN
CHINA
Tibet
Delhi
(4)
Katmandu
(2)
NEPAL
Darjeeling
(2)
Jaipur
(2)
Agra
(1)
Varanasi
(2)
Bagdogra
PAKISTAN
Udaipur
(2)
INDIA
Dacca
(2)
Calcutta
(4)
BANGLADESH
Aurangabad
(1)
Bombay
(2)
Madras
(2)
Trivandrum
(2)
Columbo
(4)
SRI LANKA
CODE:
Plane
Train
Days ( )

INTRODUCTION

Purpose of Trip:

It is with great excitement that we share this report with you. During August and September, 1977, we took an extended six-week vacation tour of South Asia touching down in five countries: Afghanistan, Nepal, Bangledesh, Sri Lanka, and India. We spent most of our time in India, and had the privilege of visiting 30 programs for the handicapped and disadvantaged. Our professional assignments in the United States during this time was with two of the Bureau of Education for the Handicapped (HEW) Regional Resource Centers: The Southwest Regional Resource Center and the California Regional Resource Center. The purpose of these visits was three-fold:

1. To visit one of the great nations of the world to become better acquainted with its efforts to care for persons with special needs. Our role was to observe and learn from our colleagues in India, not to evaluate or critique their work.

2. Where appropriate, to share some of the trends and innovations in the United States which might have relevance for a developing nation like India.

3. To become better prepared to make recommendations on how our two nations might begin closing the enormous gaps in shared vision (wisdom and insight), research into, methodology of, and technical assistance for programs and services for handicapped persons. Refer to the Reflection Section of this report for specific imperatives (see page 15). The imperatives could have important implications for officials of government, other agencies, and responsive individuals who share a common motive of global responsibility.

Sponsorship:

We planned this trip as individuals independent of any official sponsorship; the use of this vacation time was for personal and professional enrichment. Arrangements for visiting representative programs for the handicapped inside India were initiated first by contacting the Education Consul for the Government of India in San Francisco, California. This office, through the generous

service of Mr. S. Sadasivam, relayed our request and secured permission to visit programs through the Department of Social Welfare, New Delhi. This Central Government might be compared to the various bureaus of the Department of Health, Education, and Welfare in Washington, D.C.

Cautions to the Reader:

The reader, to obtain maximum information from this report, should bear in mind the following considerations:

1. An enormous gap exists between the United States and India relative to the economic resources available to serve the handicapped. However, it would be an illusion to presume that an economically and technically advanced nation, such as the United States, could not learn from India, a nation with such abundant cultural and historical gifts. In some ways our colleagues in India, although lacking in great economic resources, are more affluent than ourselves in terms of the quality of their human resources, and in cost-effective programmatic innovations. We have much to learn from developing nations, like India, who are struggling with common concerns.

2. Although the discipline of Special Education does not exist as such in India, it should be noted that educational intervention is an essential part of most of the programs visited which concentrate on the rehabilitation or habilitation of the handicapped.

3. When first looking at programs for the handicapped in India, the observer is reminded of programs in the United States some 15-30 years ago. Programs are typically constituted to serve handicapped individuals on a categorical basis (i.e., deaf, blind, etc.), and these efforts are administered primarily by voluntary organizations with partial funding and stimulus provided by the Central Government. On second reflection it becomes apparent that, given the economic constraints within India, the concept of full services is taken most seriously. Most of the programs we visited struggle to provide comprehensive care in a self-contained environment, whereas in our culture we constantly fight against the perversions of fragmentation and specialization--both negative by-products of affluence.

4. Because there is no national effort to identify and serve all handicapped individuals in India, and because a tremendous need exists for many more service provisions, it would appear that only the most fortunate end up in a program. Although there is some truth in this observation, the level of commitment from government and voluntary sectors and the services provided would indicate that India will continue to seek out and provide quality care for those in need of special services.

5. Although we had the privilege of visiting a representative variety of programs throughout India, this must only be considered as a limited sampling; therefore, any generalizations should be viewed in light of this limitation. Also, the intensity, duration, and amount of information received at each visit varied greatly. The next section is offered not for comparison of one program with another, but rather as an objective and subjective record of our visit.

SUMMARY BY CITY

New Delhi (August 26): We began our trip with a visit to the Central Government of India's Department of Social Welfare for a debriefing of their proposed schedule for our visits to eight cities in seven states. Mr. K.R. Ramachandran, Joint Secretary to the Government, and Mr. N.P. Nawani, Deputy Secretary, outlined for us some of the Governments major efforts for the handicapped. Some of the priority efforts include:

1. Grants-In-Aid to Voluntary Organizations. Most of the programs in India are administered by voluntary organizations; Central Government support for any single program cannot exceed 90% of the total budget. The persons benefiting most from this support are those with physical and/or mental handicaps. The categories of learning disabled, emotional disturbance and severely, multiply handicapped are not recognized on a programmatic basis.

2. Scholarships for the Physically Handicapped. Since 1955, the Government offers scholarships for the physically handicapped, through the states, for general education and technical training at certificate/diploma and degree levels for those in the ninth class and above.

3. Training of Teachers. The Government has sponsored four centers for the training of teachers for the blind (at Bombay, Calcutta, Delhi, and Madras). Grants-in-aid are given to voluntary organizations for the training of teachers for the handicapped.

4. Science in the Service of the Disabled. With the cooperation of the Department of Science and Technology, the Department of Social Welfare has sponsored the development of orientation and mobility devices, reading machines and recorders of high speech output for the blind. As an example of this kind of support, a watch factory in Bangalore has started manufacturing braille wristwatches.

5. National Awards. The President gives annual National Awards to outstanding employers of the handicapped and to the most efficient handicapped employees. The object is to encourage the employers to offer more openings to the handicapped and at the same time, to motivate handicapped persons to achieve their full potential.

6. Indo-Soviet Cultural Exchange Programme, 1976-78. Provisions have been made under this program for the exchange of delegations between the two countries to study the practices adopted by the two regarding various problems of the disabled and their ultimate rehabilitation.

7. Concessions for the Disabled. The Government makes numerous concessions available for the handicapped relating to medical examinations, priorities for employment, travel, postal services, artificial limbs, and more.

The outstanding schedule of visits to the following 30 programs was arranged by Mr. N.P. Nawani of the Central office.

Amritsar, State of Punjab (August 23 and 25): Our visits were hosted by Mrs. Gill, Director of Social Welfare, Miss Krishia Thaper, Deputy Director, both from the state headquarters in Chandigarh, and Gurmit Singh Aujla, District Social Welfare Officer in Amritsar. The gracious and intentional care provided by these colleagues for our brief time in Amritsar was a most memorable experience. We were presented a summary statement of the many impressive activities of the Social Welfare Department in the state of Punjab. The three programs we visited were excellent representations of the many options for the handicapped provided throughout the state.

1. State After-Care Home. This home serves girls and young woman discharged from correctional institutions as well as voluntarily admitted girls who are socially, physically or mentally handicapped. This educational and rehabilitation program offers a wide variety of learning and skill development options. We were treated to a beautiful and well prepared cultural program of music, singing and dancing in costumes made by the girls.

2. Central Khalsa Orphanage. This program is administered by a Sikh voluntary organization and since its establishment in 1904 has rehabilitated 1,685 orphan, destitute and blind children. Upon arrival we were formally greeted by the Headmaster, two lines of uniformed boys, and other key staff. They put many garlands of flowers over our heads and presented us with bouquets of flowers--an act of graciousness not common in the U.S. We visited several programs of this fine facility, including braille, music, and craft classes. We were most impressed by the graciousness, discipline, commitment, pride and excitment about their work which the administrators expressed.

3. Institute for the Blind. This voluntary program is the biggest and oldest institute of its kind in Northern India. Once again we were greeted by all the staff, complete with garlands and lots of enthusiasm. School was in recess, but a few of the residents were there to demonstrate weaving and music. A couple of the men who are well known for their craft put on an impressive performance with the drums

and sitar. The education and vocational training has prepared 774 students in different trades since 1923 and currently 47 students are enrolled.

Varanasi, State of Uttar Pradesh (August 27-29): Mr. D.V. Dixit, Additional District Magistrate for Development, assigned Mr. B. Tiwani, District Harigan and Social Welfare Officer, to accompany us on visits to five programs. These visits were brief because it was Saturday and, for the most part, classes were out; however, useful dialogue occurred with program officials at each site. Mr. Tiwani provided detailed attention and care for all our needs during the two days in Varanasi.

1. The H.P. Podar Blind School. We visited classrooms where academic as well as arts and crafts instruction was being given to elementary and secondary aged blind boys. A highlight was a typing exhibition in English and Hindi, a most sophisticated program.

2. Government Home for Elderly Destitute Unattached Displaced Women from Eastern Pakistan. Established in 1958, this is primarily a custodial program. There was a unique beauty and spirit in these elderly women, a tribute to the sensitive care they receive by this special effort for refugees without family or home.

3. Gyan Chand School for Mentally Retarded Children. This program is operated by the School of Social Work and provides fieldwork training facilities for social work students in the areas of psychiatric social work and special education. They are also committed to demonstrating innovative methods in education, treatment and rehabilitation of the retarded.

4. Deaf and Dumb School. This nonresidential all-day school provides 56 co-ed students (ages 5 to 16) with speech training, lip reading, and hearing aids. Vocational training is provided in printing, tailoring, embroidery, weaving and other handcrafts. The job placement component of the program helps graduates to find employment in business or industry or to start their own businesses.

5. Kashi Seva Semiti Blind School. This voluntary social service program provides housing, education, training, and placement for blind students who are orphans, from the ages of 12 to 18. The main objective is to provide training so the boys can return to their villages, find work and be self-sustaining.

Calcutta, State of West Bengal (August 31-September 4): Mr. M.K. Brahmachari, Director of Social Welfare, and Mr. Ranajit Sekhar Chandra hosted our visits to five diverse and interesting programs in Calcutta. Mr. Chandra provided us with transportation and attention to our practical needs during our time in the largest city in India.

1. Blind Boys' Academy. This Ramakrisna Mission has a highly developed curricula including a comprehensive prevocational and vocational training program. Their braille library (10,000 volumes) is the largest in India. In an advanced, six-month training program, blind trainees work with sophisticated lathes making metal components for motor scooters, etc. After training, placement in industry is secured for most graduates. The agricultural training program was equally impressive as most major skills are taught from gardening to raising chickens. The Academy has developed a mobile demonstration van which goes out into the streets and industrial areas to promote the capacity of the blind to perform normal work functions. Before leaving this program, we taped our impressions of this visit in the innovative sound recording and broadcasting studio.

2. Rehabilitation India. This Government-recognized voluntary organization has been working for eight years for the socio-economic rehabilitation of the disabled (blind, deaf, crippled, mentally retarded, etc.). They have an agressive and imaginative marketing program which combines training in such skill areas as tailoring, printing, handicrafts, envelope making, chalk stick making, and more with competitively priced, subcontract arrangements with companies in the Calcutta area.

3. Calcutta Deaf and Dumb School. Started in 1893, this is the second oldest school for the deaf in India. The school is serving 337 students, one third of whom are residential. The school also houses the oldest training program for teachers of the deaf, which began in 1896. Around ten teachers are trained each year. The children are referred to the program mostly by doctors in Calcutta with a few from neighboring villages. This impressive program has many curricular facets.

4. Alakendu Bodh Niketan. This very progressive and expanding institution for mentally retarded and speech defective children is under the direction of Dr. B.N. Roy. Dr. Roy says, "The three most important parts to a program are: love, commitment, and affection." Here is an administrator who has effectively closed the gap between management and the children served. He has personally led the financial campaign to build the almost-completed, new facility which will house 400 children, 50 in residence. This expansion will offer vocational training in weaving, baking, printing, etc.; many of these services are marketed on a direct-sales basis. The facility also includes therapeutic swimming pools, medical and surgical departments, and various instructional classrooms. The word comprehensive is taken very seriously here!

5. Bodhi Peet. This is a private, nonprofit center for the care, training, and treatment of mentally retarded boys and girls. The admission system includes a preliminary clinical check up for children between 6 and 14 years of age; children who meet criteria are then kept on for an intensive one-month clinical observation. During this period the child is subjected to psychological examinations, educational and social evaluations, and finally psychiatric assessments and diagnostic classification. The eligibility and final admission decision is made by an expert committee of specialists; the program engages the parents in ongoing counseling. Instructional services are provided for those whose handicaps range from mild to severe or profound.

Madras, State of Tamil Nadu (September 8-10): A productive exchange of programmatic ideas was shared with Ms. Lakshmi Pranesh, Director of Social Welfare, Mr. R. Govinda Rajulu, Assistant Director, and Mr. G. Sundaramurty, General Manager of the Modern Training Cum Production Workshop. They have a small pilot program of eight deaf students integrated into regular classrooms. Another new project, just underway, is a sidewalk tea and snack stand operated by deaf girls. The department hopes to replicate the project in other sections of Madras. They have also recently been funded to sponsor a pilot training program for the blind. Although most of the projects for the handicapped are run by volunteer groups, this staff feels a great need for more programs and expansion of the current ones. They showed a special interest in receiving technical assistance in any form from the United States relative to many of their current needs. Mr. Sundaramurty was especially gracious in caring for our needs while in Madras.

1. Modern Training Cum Production Workshop. This is one of the few programs we visited which is operated by the state government. It is a very good pilot training program for the orthopedically handicapped with plans for replication within another year. The beautiful modern facility has provided bungalows for staff and married students, and dormitory housing for single trainees. This is a progressive sheltered workshop concept with lots of contracts to make mechanical parts and other light engineering products. As soon as persons become trained they are absorbed into the production unit and receive daily wages.

2. Orthopaedic and Education Center. This center, operated by a secular group, provides treatment (with surgical capacity), education and rehabilitation for some 80 children ranging in age from 5 to 12. This is an expanding program with services to children afflicted with physical and mental handicaps. The center is in the process of starting a sheltered workshop.

3. School for the Deaf. The school is operated by the Society of the Immaculate Heart of Mary, and was started in 1926. Their main aims are to provide a full-time education, free of charge, for 450 children and 110 adults; to train their 57 teachers in modern methods; to integrate capable children into normal schools; and to give advice to the parents on how best to guide their children at home. This is a beautiful program with well disciplined classes, good instructors, and a great workshop for the training of girls in the art of sari embroidery.

Trivandrum, State of Kerala (September 14-16): Our stay here was much too brief, but we had good interactions with Mr. V.N. Raghava Panicker, Director of the Social Welfare Department, Nr. P.O. Verghese, Special Officer for Physically Handicapped, and Mr. K.M. Nair, District Probation Officer. Several of our scheduled visits were dropped because we were there during a Muslim holiday. We did visit two quality programs. Mr. Nair provided us his time and hospitality.

1. Medical College, Department of Physical Medicine and Rehabilitation. We received a copy of the final report, "A Comprehensive Rehabilitation Research and Training Project within a Medical College," which was conducted between 1967 and 1972 and funded in part from a Research Grant from the Department of Health, Education and Welfare in the United States. We also had a very good dialogue with some of the staff.

2. Rotary Institute for Children in Need of Special Care. This is a non-residential instructional program for mentally retarded students. They have 20 students at this time and maintain a highly structured, meaningful engagement with the parents of the children. The design of the teaching space was very imaginal and attractive. The mood of the parents and students we met in a special meeting for us, was one of excitment and appreciation for the benefits they are receiving from this program. The success of this effort is largely due to the vision and leadership provided by the principal who was trained in special education at Boston University in the United States. We were given the opportunity of speaking to the parents and children on the general theme of problems and solutions for the mentally retarded.

Bombay, State of Maharashtra (September 16-19): An intensive and productive four-hour conversation was held with several top officials of the state government: Mr. V.P. Mandlekar, Secretary to the Government, Department of Social Welfare, Mr. W.M. Shaikh, Deputy Secretary, Mr. Sharad Daftardar, Social Welfare Officer, and Mr. M.G. Pathak, Deputy Director of Social Welfare. The cosmopolitan and progressive style of Bombay is reflected in the vision and leadership of this staff. They pushed some hard questions at us relative to incidence figures for the physically handicapped in the United States, how many served/underserved, etc. Throughout the meeting they were brainstorming new and different things to try in their state. Their openness was reflected in a question asked of us, "Based on our visits and observations, what recommendations on program development would we make to the Government of Maharashtra?" Now, that's a tough one given the nature of our visits, but one humble suggestion was offered. We were deeply honored by this association. Mr. Daftardar made all the special arrangements for our transportation and special needs while in Bombay.

1. Education, Audiology and Research Center (EAR). This research/demonstration program has 67 children being trained at the primary school level with efforts for integration into normal schools. The teacher training program is lively and challenging. We were given the opportunity to speak formally to some fifteen of the teachers. A prospectus of the training course for teachers of the deaf was shared. From our brief observations in the classroom, it was obvious that they are developing very competent pedagogical skills in their future teachers. They also have an Infant Project which begins with the first month of infancy and includes the mothers. This three-year study will include 50 infants using the team approach (social worker, psychologist, teacher, audiologist, etc.).

2. Vikas Vidyalaya for Deaf Children. Classes were in session and we witnessed some model teaching taking place. It seems to us that it would be most helpful to share this kind of expertise with professionals in the United States. Classes are conducted from prekindergarten to Primary IV student level with special emphasis on auditory and speech training with language foundations. For those students able to integrate into normal classrooms, prevocational skills are offered.

3. Society for the Education of the Crippled. We did not observe this program, but did have a lengthy sit-down conversation with two persons from their staff and the Deputy Director of the Social Welfare from Poona. We learned a great deal about the problems and priorities of the state to serve the needs of the crippled and other handicapped types. One of the problems discussed was just getting children into programs. The children are either overprotected or neglected. There is a lack of adequate pressure from parents which leads to a need to develop attitudinal changes in the adult population. This is one of the major goals of the Society along with serving some 75 children from all over the Bombay area in a program of rehabilitation aimed at integration into normal schools.

4. The N.S.D. Industrial Home for the Blind. A comprehensive training program in multiple industrial skills is offered for blind male persons between the ages of 18-40 years. We were treated to a suberb performance by their orchestra. They are so good they are available for hire for special occasions in the Bombay area.

Udaipur, State of Rajasthan (September 20-22): Our entire time in Udaipur was graciously hosted by Mr. V.N. Gupta, Deputy Director of Social Welfare. We visited four programs and had a beautiful meal in the home of Mr. Gupta prepared by an excellent cook Mrs. Gupta!

1. Orthopaedic Rehabilitation Center. This program is located on the campus of the Ravindra Nath Tagor Medical College and is staffed by three surgical and three rehabilitation specialists. A proposal to expand services to include a sheltered workshop is under consideration.

2. Shastri Bal Niketan. This is a home for 50 destitute/orphaned children. This is one of four similar programs in Udaipur serving a total of 175 children. These children are more disadvantaged than handicapped and attend normal schools. They receive vocational skill development at their residential facility in areas of handicrafts, agriculture, etc. They also receive support services from medical, social and psychological disciplines. Emphasis is placed upon the creation of a home environment at the residence.

3. Udaipur School of Social Work. This school is affiliated with the Udaipur University and offers an M.A. degree in Social Work. Although they do not have a formal study course for work with the handicapped, they do have some involvement with this population. We were given an opportunity to give a formal presentation on methodology to a representative group of faculty and students.

4. College for Home Science. Although this college does not provide for personnel preparation for the handicapped, it does offer a most comprehensive home economics curricula and is housed in a large new functional

facility. They have the capacity of expanding their offerings, and perhaps, in the future, will include training of personnel to work with those who have special needs.

Jaipur, State of Rajasthan (September 22-23): We were well hosted by the Department of Social Welfare. Helpful conversations and exchange was shared with Mr. Vijay Singh, Secretary to the Government; Mr. K.M. Sahai, Director and Deputy Secretary to the Government; Mr. Santosh Kumar Shah, Probation Officer; Mr. Syed Yusuf Ali, Chief Childrens Officer; Mr. S.K. Dalela, District Childrens Officer. Mr. Ali and Mr. Shah were especially patient, helpful, and gracious to two tired, but fulfilled persons at the end of their journey!

1. Rehabilitation Center, S.M.S. Medical College Hospital. We received a remarkable demonstration of the "Jaipur Foot." This is a rubber, natural-looking foot/leg; the foot is designed with rural India and the Indian style of wearing sandals (or no shoes at all), in mind. This indigenous design is both practical and functional. Several users of the Jaipur foot demonstrated walking, riding bicycles, and even jumping from a limb of a tree! Their facility includes space for habilitation and some occupational skill development.

2. Institute of Vocational Training for Adult Handicapped. This program has an excellent staff/student ratio of 10/45 and serves physically and deaf handicapped individuals between the ages of 18-30. The Institute runs three types of vocational training classes: tailoring (two years); carpentry (two years); and various crafts (one year). When students graduate they receive a complete kit to get them started in their particular occupation, i.e., for tailoring the student receives a sewing machine, etc. This program has an excellent support and enablement structure in the form of the Indian Council of Social Welfare which is made up of influential and articulate advocates for the handicapped.

3. Rehabilitation Center for the Handicapped. This program has 31 children ages 4 to 16 and includes the mentally retarded, physically handicapped, deaf, and one severely multiply handicapped boy. This was the only program on our itinerary that was open to serve someone with severe profound needs. (The severely handicapped population is a low priority at this time in India due to a lack of parent awareness and advocacy, and lack of an adequate funding base to develop appropriate services.) We took the opportunity to encourage this staff to take the next step and develop a model instructional/therapy program for the poorest of the poor of the handicapped. This is a small program, but full of care.

4. Seth Amandilal Podar Institute for Deaf, Dumb and Blind. This program serves 109 students (40 in residence) with 10 staff. They use the oral method with the deaf while the blind students are served in a separate institution. One of their unique features is a student-operated savings bank called "earn while you learn."

REFLECTIONS

What are the apparent strengths and weaknesses of the programs for the handicapped visited?

Strengths: Strong support from the voluntary sector with heavy financial support from the Department of Social Welfare; committed and dedicated personnel; creative programming with limited budgets; sensitive adaptation of services for the functional needs of rural India (e.g., Jaipur foot, agricultural training for the blind in Calcutta); sensitivity to economic needs of clients (e.g., provision of training kits, food, shelter, clothing, medical services); extensive use of the creative arts in the rehabilitation process (blind orchestra in Bombay; crafts, e.g., weaving, caneing, tailoring, sewing, use of indigenous musical instruments and dance); some good teachers with excellent pedagogical skills; administrators are close to the programs; multiple vocational options are provided; efforts are beginning to integrate some handicapped children in normal schools; openness to international research.

Weaknesses: Many handicapped children are not being served by existing programs; limited parental involvement in most programs; no child find/community awareness (i.e., children and adults get into a program without systematic identification and referral); the severely multiply handicapped are not a priority; low budget sometimes reflected in the facilities and materials; a lack of appropriate initial and ongoing assessment technology; inability to obtain the latest research journals and studies related to the field; minimal teacher training programs; lack of strong emphasis upon prevention and early childhood programming; home services for severely handicapped not a priority at this time.

What are the strengths in Indian society that will enable programs for the handicapped to continue to expand?

In Hinduism there is an ancient mandate to care for disabled persons; there is a Central Government plan for services to the handicapped which is implemented by each of the states; increased government support is forthcoming, i.e., four national associations for the handicapped soon to be initiated; the emphasis upon industriousness and individual worth reflected in the vocational training programs; a growing national priority to care for the poorest of the poor, i.e., beggars, destitutes, etc.; other developments on other fronts, e.g., agricultural, health, family planning, adult education, will help decrease the incidence of handicapped individuals.

Where do India and the United States face similiar issues or struggles to provide services for the handicapped?

Overcoming public apathy and misinformation on the worth of the handicapped individual, e.g., human rights, employment for the handicapped, etc.; increasing vocational options; encouraging parental involvement; promoting integrated education; emphasizing services appropriate for rural areas; need to improve preventative measures, care and diagnosis.

What are the professional and personal imperatives placed upon us by this experience?

Professional: Based on our observations, perhaps the most glaring imperative is the need to establish a systematic and ongoing sharing of research, methods and programmatic information between the United States and India. Both nations could learn a great deal from the perspectives, approaches, and innovations unique to each. An example of this need is reflected in the many requests we had to send information (on mental retardation, pre-

school programming, etc.), even in the form of old journals, e.g., AAMD, CEC. We would strongly encourage the appropriate offices in the United States Department of Health, Education and Welfare to generate new efforts of sharing and dissemination of products and technical assistance.

When human rights are being addressed, politics must not be allowed to block the process of responsible action. We must do this as professional global citizens.

As a beginning step in this direction, perhaps American colleagues who read this report will consider placing the names found in the directory on their mailing lists.

The sharing of human resources could be considered in the form of program development consultations, professional exchanges (state, local, university), presentations at conferences, workshops, etc.

Personal: To be committed to human development in all of its aspects: to continue to close gaps between the "have's" and "have not's"; to become strengthened by knowledge or participation in the cultural wisdom and diversity of the non-Western world; to maintain communication links with the developing nations; to try to avoid materialistic excesses and life-style habits unbefitting a person committed to global needs.

DIRECTORY OF CONTRIBUTORS

K. R. Ramachandran
Joint Secretary, Government of India
Department of Social Welfare
Shastri Bhawan
New Delhi, India 110001

N. P. Nawani
Deputy Secretary, Government of India
Department of Social Welfare
Shastri Bhawan
New Delhi, India 110001

Mrs. Gill
Director of Social Welfare
Flat No. 49-51, Sector 17C
Chandigarh,
Punjab, India

Krishia Thaper
Deputy Director of Social Welfare
Flat No. 49-51, Sector 17C
Chandigarh,
Punjab, India

Gurmit Singh Aujla
District Social Welfare Officer
1770, 3-Amarkot
Amritsar
Punjab, India 143002

Superintendent
State After Care Home
24, Majitha Road
Amritsar
Punjab, India

Sawaran Singh
Superintendent
Central Khalsa Orphanage
G.T. Road
Amritsar
Punjab, India

S. Bindra
Secretary
Institute for the Blind
92-Model Town
Amritsar
Punjab, India

Mr. B. Tiwari
District Harigan, Social Welfare Officer
Varanasi
Uttar Pradesh, India

Principal
H.P. Podar Blind School
Varanasi
Uttar Pradesh, India

O. N. Khanna
Inspector
Government Home for Elderly, Destitute Unattached Displaced Women
Durgakund, Varanasi
Uttar Pradesh, India

R. S. Shukla
Assistant Professor
School for Social Work
Gyan Chand School for Mentally Retarded Children
Kashi Vidyapith
Varanasi
Uttar Pradesh, India

Tara Shanker Roy Chowdhury
Principal
Deaf and Dumb School
D. 53/104-A, Chnoti Gaibi
Varanasi
Uttar Pradesh, India 221001

Sailesh Chandra De
Secretary
Kashi Seva Semiti
C 25 Ram Katora Road
Varanasi
Uttar Pradesh, India

M. K. Brahmachari
Director of Social Welfare
45 Ganesh Avenue
Calcutta 13
West Bengal, India

Ranajit Sekhar Chandra
Social Welfare Inspector
45 Ganesh Avenue
Calcutta 13
West Bengal, India

Swami Umananda
Blind Boys Academy
Ramakrishna Mission
Narendrapur, 24 Parganas
West Bengal, India

Tapan Kumar Dhar
General Secretary
Rehabilitation India
P-1/423, Gariahat Road South
Jodhpur Park
Calcutta 31
West Bengal, India

Radhesh Chandra Sen
Principal
Calcutta Deaf and Dumb School
293, Acharya Prafulla Chandra Road
Calcutta 9
West Bengal, India 700009

B. N. Roy
Honorary Secretary
Alokendu Bodh Niketan
11/7-A, Ramkrishna Das Lane
Calcutta 9
West Bengal, India 700009

Ajoy Ghosh
Principal
Bodhi Peet
20, Harinath Dey Road
Calcutta
West Bengal, India 700009

Lakshmi Pranesh
Director of Social Welfare
100 B, Ann Selai
Madras 35
Tamil Nadu, India

Mr. R. Govinda Rajulu
Assistant Director, Social Welfare
100 B, Ann Selai
Madras 35
Tamil Nadu, India

G. Sundaramurty
General Manager
Modern Training Cum Production
Workshop
Department of Social Welfare
3, South Usman Road
T. Nagar, Madras
Tamil Nadu, India 600017

K. P. Saratha
Iswari Prasad Dattatreya
Orthopaedic and Education Center
No. 3, Adyar Bridge Road
Madras
Tamil Nadu, India 600028

Sister Rita Mary
Principal
School for the Deaf
Little Flower Convent
Cathedral P.O.
Madras
Tamil Nadu, India 600006

V. N. Raghava Panicker
Director
Department of Social Welfare
Vazhuthacand
Trivandrum 14
Kerala, India

P. O. Verghese
Special Officer for Physically
Handicapped
Department of Social Welfare
Vazhuthacand
Trivandrum 14
Kerala, India

K. M. Nair
District Probation Officer
Poojapurai
Trivandrum 12
Kerala, India

P. B. Muraleedhara Menon
Department of Physical Medicine
and Rehabilitation
Medical College
Trivandrum
Kerala, India 695011

Rajam S. Pillay
Director
Rotary Institute for Children in Need of Special Care
Vazhuthacaud
Trivandrum
Kerala, India 695010

V. P. Mandlekar
Secretary to the Government
Department of Social Welfare
Manpralaya, Bombay
Maharashtra, India 400032

W. M. Shaikh
Deputy Secretary to the Government
Department of Social Welfare
Manpralaya, Bombay
Maharashtra, India 400032

M. G. Pathak
Deputy Director of Social Welfare
352 Somawar Peth
Poona
Maharashtra, India 411011

Sharad Doftardar
Social Welfare Officer
Greater Bombay, Dinshaw
Wachharuad, Bombay
Maharashtra, India

Ramesh K. Oza
Director
Education, Audiology and Research Center
Gita, 1st Floor
Pandita Ramabai Road
Gamdevi, Bombay
Maharashtra, India 400007

Rohini Limaye
Principal
Vikas Vidyalaya for Deaf Children
A-3, Mehta Apartment
Prof. V.S. Agashe Road
Dadar, Bombay 28
Maharashtra, India 456511

Tehmina Barma
Honorary Secretary
Society for the Education of the Crippled
Motlibai Street
Bombay
Maharashtra, India 400011

Shri D. V. Sawant
Superintendent
The N.S.D. Industrial Home for the Blind
B.O.D. Block No. 52
Worli, Bombay
Maharashtra, India 400018

V. N. Gupta
Deputy Director
Department of Social Welfare
101, Ashoknagar
Udaipur
Rajasthan, India

N. L. Bapana
Superintendent
Rehabilitation Center
Ravindra Nath Tagor Medical College
General Hospital
Udaipur
Rajasthan, India

Mr. Heeratal
Secretary
Shastri Bal Niketan
Fatehpura, Udaipur
Rajasthan, India

K. K. Jacob
Principal
Udaipur School of Social Work
Rajasthan Vidyapeeth
Udaipur
Rajasthan, India

Mrs. Sundaram
College for Home Science
Udaipur University
Udaipur
Rajasthan, India

Vijay Singh
Secretary to Government
Department of Social Welfare
Jaipur
Rajasthan, India

K. M. Sahai
Director and Deputy Secretary
to Government
Department of Social Welfare
Jaipur
Rajasthan, India

Santosh Kumar Shah
Probation Officer
Department of Social Welfare
Jaipur
Rajasthan, India

Syed Usuf Ali
Chief Children's Officer
Department of Social Welfare
Jaipur
Rajasthan, India

S. K. Dalela
District Children's Officer
Department of Social Welfare
Jaipur
Rajasthan, India

P. K. Sethi
Director
Rehabilitation Center
S.M.S. Medical College Hospital
Jaipur
Rajasthan, India

Permanand Sharma
Institute of Vocational Training
for Adult Handicapped
Naibji-Ka-Bagh
Moti Dungri Road
Jaipur
Rajasthan, India 302004

Kusum Deora
Rehabilitation Center for Handicapped
J-14 Deepak Marg
Moti Doonger Road
Jaipur 4
Rajasthan, India

S. C. Mishra
Headmaster
Seth Amandilal Podar Institute for
Deaf, Dumb and Blind
Jawaharhal Nehru Marg
Jaipur
Rajasthan, India 302004

ADDITIONAL INFORMATION

Copies of brochures, reports and other descriptive materials of the programs visited are available upon request. These items can be reproduced for a minimal charge. For any additional information relative to this report, please contact either Vance Engleman or Andrea Carroll.

Vance Engleman
Assistant Director
Southwest Regional Resource Center
University of Utah
2363 Foothill Drive, Suite G
Salt Lake City, Utah 84109
U.S.A.

Andrea Carroll
Santa Barbara County Schools Office
Special Education Department
4400 Cathedral Oaks Road
Santa Barbara, California 93111
U.S.A.